DOCUMENT RESUME

ED 048 807 FL 002 162

AUTHOR	Leamon, M. Phillip, Ed.
TITLE	Russian for Secondary Schools: A Guide to Minimum Essentials.
INSTITUTION	Indiana State Dept. of Public Instruction, Indianapolis.
REPORT NO	Bull-330
PUB DATE	63
NOTE	26p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	Annotated Bibliographies, Articulation (Program), *Audiolingual Methods, Course Content, Course Objectives, Instructional Materials, *Language Instruction, Language Laboratory Use, Language Learning Levels, Language Skills, Modern Language Curriculum, Program Planning, Resource Materials, *Russian, *Secondary Schools, *State Curriculum Guides, Textbooks

ABSTRACT

This curriculum outline provides a set of minimal essentials, based on a modified audiolingual approach, for junior high and secondary school programs in Russian. Following a brief discussion of the need for longer study sequences and updated instructional philosophy, the guide describes the basic objectives, contents, and suggested teaching procedures for each level of a six-level course and makes recommendations for laboratory use. A selected, annotated bibliography is included. (RL)

ED048807

STATE OF INDIANA

DEPARTMENT OF PUBLIC INSTRUCTION

Bulletin No. 330

RUSSIAN
For Secondary Schools

(A Guide to Minimum Essentials)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

RICHARD D. WELLS
STATE SUPERINTENDENT
OF PUBLIC INSTRUCTION

1963

FL007 194

TABLE OF CONTENTS

	Page
Committee	3
Foreword	4
Acknowledgements	5
Introduction	6
Philosophy	7
Suggested Programs for the Teaching of Russian	9
Proposed Six-year Russian Program	10
Methods For Teaching Basic Skills	12
Goals To Be Achieved	14
The Language Laboratory	15
Bibliography and Resource List	18

2

COMMITTEE

Joseph R. Turk, *Chairman*
Columbus High School
Columbus

Robert L. Baker
Indiana University
Bloomington

Bernice McCord, *Editor*
New Castle High School
New Castle

John W. Wendling
North Central High School
Indianapolis

A. R. Vavrus
Purdue University
Lafayette

M. Keith Myers
Earlham College
Richmond

L. M. Newell
Hammond High School
Hammond

Stephen Kanafotsky
Ball State Teachers College
Muncie

Walter Baron
Horace Mann High School
Gary

George E. Roe
Speedway High School
Speedway

M. Phillip Leamon, Indiana University
General Chairman and Editor
Clemens L. Hallman, State Dept. of Public Instruction
Consultant and Editor
H. B. Allman, Franklin College
Consultant

FOREWORD

The teaching of foreign languages in Indiana has undergone a great change in the last several years. Today foreign languages are assuming a place of prominence in our educational program and philosophy. Much of this awakening and new interest is due in part to the realization that, in order to communicate, we must be able to interpret and understand other languages and cultures. Therefore, with this in view and in order to define adequately the program in Russian, the committee, at the suggestion of the State Department of Public Instruction, undertook to develop this curriculum guide.

We hope that this new Russian language curriculum guide will be of service to all of our secondary schools. It will provide them with a set of minimum standards. Moreover, this initial outline will also serve as a basis for a more detailed guide to be produced in the near future.

The Committee

4

ACKNOWLEDGMENTS

It is with sincere appreciation that we acknowledge the participation of those interested educators who contributed to the Russian Curriculum Guide. A word of tribute is also due the school administrators who released teachers from classroom duties in order to provide necessary time for the development of the guide.

While contributions were made by various members of the staff of the State Department of Public Instruction, the groundwork was done by members of the committee who gave generously of their time and talents in formulating this guide as a minimum standard of units of study in the Russian courses. Included on this committee are classroom teachers of Russian, professional university teachers, school administrators, and teachers of teachers from our colleges and universities, public and private.

We wish to acknowledge also the valuable contributions by M. Phillip Leamon, School Coordinator, Indiana University, who served as general chairman and editor; Clemens Hallman, State Foreign Language Supervisor, Department of Public Instruction; H. B. Allman, Consultant, Franklin College; and Ellen Parr, Editor of the *Hoosier Schoolmaster*, who gave valuable assistance in reading the manuscripts and proofs.

Edgar B. Smith
Assistant Superintendent
for Instructional Services

William E. Wilson
State Superintendent
of Public Instruction

INTRODUCTION

The purpose of this guide is an attempt to strengthen foreign language instruction in Indiana. It is not intended to be a panacea nor an attempt to dictate to the State's secondary schools how or what to teach. Instead, it is the first step in what will become, we hope, a more complete guide for teachers of Russian.

Much has been said recently concerning starting foreign language instruction in the elementary school. We heartily approve this approach. We urge, however, that in any such plan *continuity* be given primary consideration. Without a *continuous integrated sequence* in each foreign language offered there is really no "program." In any case Indiana high schools should offer many more four-year programs of at least one foreign language to meet the growing needs for more effective citizens in today's world. Recommendation No. 18 by Dr. Conant in his study of the comprehensive high school says:

> "The school board should be ready to offer a third and fourth year of foreign language, no matter how few students enroll. The guidance officers should urge the completion of a four-year sequence of one foreign language if the student demonstrates ability in handilng a foreign language."

If a foreign language is introduced at the seventh grade (and more and more schools are doing this), it is suggested that material equal to one year's work be covered during the seventh and eighth grades, thus allowing second-year work to be covered in the ninth grade. Otherwise, the content suggested in this guide for first year (or Level I) may be covered in the ninth or tenth grade.

Because the approach in the teaching of most modern foreign languages is similar in many respects, the section on *Philosophy* and *Language Laboratory* is the same in the French, German, Russian, and Spanish guides. We are particularly grateful to Earle S. Randall, Purdue University; Charles Parnell, Notre Dame University; August Vavrus,

Purdue University; and William D. Bugher, North Central High School, Indianapolis, for their work on the *Philosophy* section. We are also especially appreciative of the work of Elton Hocking, Purdue University; Bernice McCord, New Castle High School; Louise Reiter, Shortridge High School, Indianapolis; and John Acevedo, Indianapolis Public School Television Project, on the *Language Laboratory* section.

Your comments and suggestions will be most welcome. Indeed, they will provide us with the reactions needed to improve the present form of this guide.

PHILOSOPHY

In recent years, American participation in world affairs, political, economic, industrial, social, and cultural, has increased to such an extent that the need for many Americans to be able to communicate directly in other languages has become evident to the public at large. Less striking, but no less an important need for Americans, is the contact with another culture through its language. Learning that there are many ways of doing things, not merely *our* way, is highly desirable in educating our youth for the world of today and tomorrow.

The primary function of language is to communicate, first through hearing and speaking, then through reading and writing. The student who starts to study a second language by learning to understand and answer what he hears, will then be able to move on to reading and writing more easily. If he starts with reading and writing, he may well never attain real proficiency in understanding and speaking.

This order of learning—listening and speaking, then reading and writing—is officially recommended by the Modern Language Association, as well as by national associations of teachers of the individual languages.

Listening and speaking require ability to distinguish and to produce the distinctive sounds, rhythms, and intonations of a language. The understanding and production of the sound system, as well as the basic structures, must be practiced to the point of becoming a matter of automatic habit. An initial pre-reading period is necessary if students are to learn to understand and speak before they have to

cope with the written language. The ideal length of this period has not yet been determined, but there is general agreement that there should be mastery of the sound system before its graphic representation is introduced and that during the period in which the structure of the language is being studied students should practice new material orally before they see it in print. *An essential document, which should be considered part of the present statement, is "Modern Foreign Languages in the High School: Pre-Reading Instruction,"* Patricia O'Connor, Office of Education Bulletin 1960, N. 9, available from the Superintendent of Documents, U. S. Governement Printing Office, Washington 25, D. C., 25¢.

Since the acquisition of sounds and structures is far more important than building a vocabulary in the initial learning of a language, the number of words should be limited in this phase. The use of English should be kept to a minimum; grammar should be approached inductively, proceeding from material which can be used orally to a consideration of its structures.

Initial and continued emphasis on hearing and speaking does not reduce the importance of the study of reading and writing. However, it is important pedagogically to understand that learning to use the written form of a language is a problem distinct from that of learning to understand and speak it.

Languages commonly taught in our schools have all been used as a means for expression of thought and literary creation. Once the fundamentals of a language are thoroughly mastered it becomes possible to approach its literary, scientific, and popular writings much as one does in the mother tongue, enjoying them and learning from them. At the same time, the student extends his knowledge of the language, its vocabulary, structures, and cultural traditions. This is a field of humanistic enrichment opened to students through advanced training under the foreign language teacher.

Thus, an initial emphasis on understanding and speaking in no way lessens the traditional value of foreign language study as a key to greater humanistic development. This direct practical use of the language is required by the individual and by the nation during our time, as it never was in the past.

SUGGESTED PROGRAMS FOR THE TEACHING OF RUSSIAN IN INDIANA SCHOOLS

It is a matter of great national urgency that more Americans know the Russian language. The following statements help us realize such a need:

(1) Russian, the mother tongue of 150 million people, ranks with English and Chinese as one of the three major world languages.

(2) The political, social, and economic problems of today demand constant communication with and understanding of the Russian government, which has an ideology at variance with our own. Such communication and understanding can only be effective when our leaders have a knowledge of Russian.

(3) Because of the enormous strides Russia is making in scientific and scholarly research, we must be prepared to make effective use of its publications in these fields by equipping students with a knowledge of the language.

(4) Russia also has much to offer in history, philosophy, art, music and imaginative literature. Much of this cultural heritage can be reached only through ability to read and understand the Russian language.

(5) Growing opportunities for cultural exchange and visits to Russia by American scholars, scientists, students, tourists and businessmen are making language study increasingly necessary for communication.

In a beginning course the teacher should explain from the outset the objectives of the course, indicate the kind of procedures that will be used, and establish the rules for the operation of the class throughout the year. At this time, the rules concerning the use of English by teacher and pupil should be explained and agreed upon.

Since the skills of understanding and speaking are essential toward the mastery of a language, Russian classes should have frequent conversational practice in the language.

A two-year course in Russian is too brief for satisfactory results. A minimum of three years is urged, and a four-year course is desirable.*

---

* The General Commission on Education of the Indiana State Board of Education, at its meeting on January 11, 1962, approved a four-year course in Russian.

9

PROPOSED SIX-YEAR RUSSIAN PROGRAM

Grade	Class Time	Audio-Lingual Experience	Knowledge of Structure	Reading Experience	Writing Experience
7	2-3 Periods Weekly	*First Semester* Dialogues for imitation and memorization. Drills and exercises. *Second Semester* Additional dialogues and drills. Recombination narratives.	Formal structure or pattern drills.	First visual access to materials learned in first semester.	
8	3 Periods Weekly	Continue above dialogues and drill exercises. Narrative selections presented orally, some old materials, some new cultural materials. Printed material introduced earlier. By end of year pupil is seeing material immediately after learning it orally.	Continue above and review constantly.	Emphasis on reading as a skill. Reading aloud with care given to pronunciation, intonation, and tempo.	Copying of material learned and brief but frequent dictation exercises.

9	5 Periods Weekly	New material no longer introduced in form of dialogues. Those learned in previous years are reviewed. Increased use of pictures, readings, recordings with varied voices.	Structure drills continued and expanded. Based on model sentences instead of dialogues. Teacher explains, categorizes, labels, describes, and summarizes the grammar after model sentences and drills have been mastered.	More reading aloud in imitation of teacher. Introduction of new words. Homework in reading for comprehension without translation.	Students imitate native mode and use simple paraphrase techniques. Some written pattern drills.
10	5 Periods Weekly	Radio programs and films. Discussion of reading and culture.	Structure drills continued.	Foreign language dictionary. Plays and stories.	More written pattern drills. Varied paraphrased techniques. Directed compositions, résumés, etc.
11	5 Periods Weekly	Everything that concerns the class is a basis for conversation.	Structural knowledge now complete; structural summaries.	Nonfiction, including magazines and newspapers.	Written summaries of oral discussions. Area-study notebooks.
12	5 Periods Weekly	Literary discussions.		Literary materials.	Brief introduction to translation.

METHODS FOR TEACHING BASIC SKILLS IN RUSSIAN*

Listening and Speaking

1. The teacher serves as a model for all sound patterns which the student is expected to learn.
2. Student should be afforded ample opportunity to hear both male and female native speakers by means of tape.
3. Laboratory drill should follow the presentation of new materials in the classroom.
4. New material should be presented to students first in chorus, in class sections, and then individually.
5. Basic activities during the listening-speaking stages are:
   a. Dialogue learning—hearing and repeating phrases of a simple dialogue until they are overlearned
   b. Dialogue adaption—practice with the phrases and sentences of current dialogue and words from past dialogues
      (This phase includes questions and answers and directed dialogue.)
   c. Structure drills—including repetition, substitution, restatement, expansion and response
   d. Practice of dialogue and drills—leading to the use of the language in meaningful conversation within the limits of the controlled structure and vocabulary
   e. All of the above are practiced within the classroom and laboratory

Reading

1. All reading should be directly in Russian.
2. Student is to read only what he has already thoroughly learned through listening and speaking.
3. There is to be no English translation.
4. Discussion of material read should be in Russian. Discussion may involve simple questions and answers in the initial stage to résumés and interpretation at the advanced level.
5. Reading texts should be graded in linguistic difficulty and suited to the maturity level of the students.

---

* These methods were included in the NEA publication, *Modern Foreign Languages and the Academically Talented Student*, pp. 20-30.

6. Provision should be made for extensive and individual reading in addition to that reading done in class.

Writing

1. First stage of writing is copying that which the student has heard, spoken and read.
2. The following stages include variations of the model, summarizing, guided composition, and eventually free composition.

Grammar

1. Grammatical explanation and analysis is used for the purpose of helping the student to understand the material being learned.
2. Though limited in the initial stages of learning, grammar becomes increasingly important in the advanced levels of language instruction.

Acquiring an Understanding of the Culture

1. All spoken language in the classroom and recorded materials should be authentic in pronunciation, intonation, accent and idiom.
2. Brief expositions in the language of different aspects of everyday life in Russia should be frequent.
3. Recordings and tapes made by native speakers should be used frequently.
4. All visual materials should be authentic representations of the native culture.
5. Periodicals and newspapers should be used frequently when the reading level of the pupil permits their use.
6. Students should be encouraged to correspond with students in Russia, when possible.
7. Native speakers should be used as resource persons. As the student becomes more proficient in the use of the language, he should be encouraged to enter into discussion with the speaker.
8. Travel abroad should be encouraged.

GOALS TO BE ACHIEVED FOR ADVANCED PLACEMENT IN COLLEGE RUSSIAN

Since at the present, we must concern ourselves largely with the development of a well-rounded two-year course in Russian, the following goals may be helpful for preparing students, who have completed two years of Russian, for advanced placement in college:

Aural Comprehension and Conversation—The student should be able to sustain simple conversation about everyday matters, such as weather, time, professions, immediate plans, meals, etc. Attention should be given to Russian pronunciation of English-Russian cognates.

Reading Comprehension—Accented tests of mean difficulty should be within the student's capacity, both as to fluency and correct pronunciation. It is advisable that the first two stories in The Graded Reader—Lermontov's *Taman* and Pushkin's *Stationmaster*—be read and re-read. A certain familiarity with newspaper texts may also be recommended. The reading of poetry may be substituted for prose texts.

Vocabulary—The ISEB vocabulary lists provide some indication of a minimum. The vocabulary in the supplementary reading is widening. Attention should be accorded to adverbs and special forms—idioms and expressions of time. Systematic drill is mandatory for conversational ability and broadening vocabulary.

Grammar—A student should have active command of fundamental grammar—a thorough knowledge of case endings, active and passive voices of verbs, an awareness of the interrelationship of hard and soft endings, the use of imperatives, the common irregular verbs, the subjunctive, and purpose clauses. He should have a good understanding of the aspects of the verb, and, at least, be aware of the problems involved with verbs of motion.

Written Expression—The student should be able to handle dictation of unprepared texts consisting of familiar words or such that have a phonetic spelling. He should know the basic spelling rules, such as the vowel changes after sibilants and the like. He must be able to write short summaries of reading texts and short compositions on simple matters.

14

THE LANGUAGE LABORATORY

One of the most dramatic changes in foreign language instruction has taken place within the past several years. Along with, and in many occasions because of, the introduction of electro-mechanical facilities, the whole approach and emphasis of learning has been placed in a better perspective. No longer are we concerned with learning about the language; instead we are urging that language be taught by speaking it. The language laboratory, properly used, can indeed serve as an invaluable adjunct to foreign language instruction.

Teachers and administrators should first have a clear understanding of the nature and function of the language laboratory. Like the chemistry laboratory, it does not replace the teacher; it enables him and the students to do things that they cannot do in the classroom. The first and most important is the simultaneous audio-lingual practice that all students receive. This in turn is based on the assumption, generally accepted by the profession today, that foreign language study should follow the sequence of hearing, speaking, reading and writing, with primary emphasis in the first two years on the audio-lingual skills of hearing and speaking. These skills are powerfully aided by frequent practice in the language laboratory, orally drilling the integrated materials which have previously been introduced in the classroom. All material presented on tape should first be introduced in the classroom.

Only if administrators and teachers accept this rationale, and are willing and able to implement it, should they install a language laboratory. Half-hearted morale or a half-starved annual budget will produce only frustration. Just as the chemistry laboratory requires care, supplies and replacements, so will the language laboratory require expenditures for spare parts and systematic maintenance by a technician or student assistant—not the teacher. It is the teacher's responsibility to provide intelligent and enthusiastic use of the facilities. When these requirements are met, the laboratory will justify itself to teachers and students, as it is doing in thousands of communities throughout the country.

In planning a foreign language program that will include the use of a language laboratory one should consider first of all the students' needs and age level, and next the objectives of the course. Only if the listening and speaking skills are to

be emphasized, should there be language laboratory facilities. The readiness of the teacher, in both attitude and training, should also be considered before a decision is made regarding the installation of a language laboratory. It should be emphasized that the *key* to a successful foreign language program will be found in the teacher and in the method employed, rather than in equipment. The function of the language laboratory is to implement audio-linqual instruction. Last, but by no means least, the teacher should be allowed released time in order to adjust his program to a new approach. Effective use of the laboratory will depend on careful planning, not mere chance.

The following are things the language laboratory can do:[1]

1. Provide for active simultaneous participation of all students in a class in listening and listening-speaking practice in or out of class.
2. Provide a variety of authentic native voices as consistent and untiring models for student practice.
3. Provide for individual differences through guided practice in an individualized group, small group, or individual study situation with facilities for student self-instruction and self-evaluation at his own learning rate.
4. Free the teacher from the tedious task of presenting repetitive drill material, thus allowing him to perform a dual role simultaneously.
5. Afford the teacher opportunities and convenient facilities for evaluating and correcting the performance of individual students without interrupting the work of others.
6. Provide intimate contact with the language, equal hearing conditions for all students, and facilities for simultaneous grouping of different activities through the use of headphones.
7. Provide a reassuring sense of privacy, reduce distractions, and encourage concentration through the use of headphones and partitions.

---

[1] *The Language Laboratory*—By Joseph C. Hutchinson, U.S. Government Printing Office, Washington 25, D.C.

8. Provide facilities for group testing of the listening and speaking skills.
9. Provide for special coordination of audio and visual materials in sequential learning series or in isolated presentations.
10. Provide aid to some teachers, who for various reasons do not have adequate control of the spoken language, in improving their own audio-lingual proficiency.

After reappraising its foreign language program the school can begin a careful study of specific equipment. It is recommended that the school spend at least one year studying and evaluating different types of electro-mechanical equipment. Teachers are encouraged to visit schools which have already installed a language laboratory; in fact, it would be worthwhile visiting different types of laboratories. The State Foreign Language Supervisor will be able to provide you with such a list of schools in your vicinity. Indeed, throughout this planning period schools are encouraged to avail themselves of the advice of specialists from the State Department of Public Instruction or from one of the colleges or universities. Valuable information can also be obtained from the forthcoming *State of Indiana's Language Laboratory Standards and Specifications;* the *Purchase Guide* and *Supplement* by the Council of Chief State School Officers; the *Technical Guide for the Selection, Purchase, Use and Maintenance of Language Laboratory Facilities,* by Alfred S. Hayes (U. S. Office of Education); and from Dr. Joseph C. Hutchinson's book to which we have already referred.

Some additional recommendations for those considering the installation of some kind of electro-mechanical equipment are:

1. Because no student can imitate a sound he cannot hear, highest priority should be given to the fidelity of the sound as it is brought to the ears of the students.
2. In a "booth laboratory" the number of individual units should not be less than the enrollment in the largest class, plus a few (not less than 10%) stand-by units.
3. Each "position" should provide at least an activated headset and in a booth laboratory, no less than 15% of the booths should provide recording and playback facilities.

4. Highly desirable are audiovisual facilities such as a movie projector, a large screen completely visible from all positions, and adequate control of acoustics, light and ventilation.
5. A recording studio is almost a "must." Such a studio allows a teacher to make a recording free from extraneous noise or during school hours while another class is using the laboratory.

Further references:

Brooks, Nelson. *Language and Language Learning.* Harcourt, Brace and World, New York, 1960, pp. 147-156.

Bulletin of the National Association of Secondary School Principals: "Modern Foreign Languages in the Comprehensive Secondary School." October, 1959.

Hocking, Elton. "Language Laboratories," in *The Nation's Schools.* Feb., 1961.

Iodice, Don R. *Guidelines to Language Teaching in Classroom and Laboratories.* Electronic Teaching Laboratories, Washington, D. C.

Mathieu, Gustava. "Language Laboratories" in *Review of Educational Research.* April, 1962.

Modern Language Association, *Reports and Surveys.* pp. 234-237. 70 Fifth Ave., New York 11, N. Y., 1962.

Orr, J. Collins. *Selective Bibliography for A-V Teaching of Modern Foreign Languages.* DAVI of NEA, 1201 16th St., N. W., Washington 6, D. C. (Free.)

Stack, Edward M. *The Language Laboratory and Modern Language Teaching.* Oxford University Press, New York, N. Y., 1960.

Audiovisual Instruction (especially the special issues of September, 1959, and November, 1962, entirely devoted to foreign language teaching.) DAVI of NEA, 1201 16th St., N. W., Washington 6, D. C.

SELECTED BIBLIOGRAPHY

This bibliography is in no way intended to be exhaustive. Its purpose is to provide the secondary school teacher of Russian with a list of some of the more important recent theoretical and methodological publications, with a selective list of those teaching materials which have been prepared especially for use in secondary schools or which appear most suitable for adaptation to such use. Lastly, included is a list of bibliographies and resource materials to which the teacher may refer for more exhaustive listings. It has also been thought helpful to append a list of some of the more important distributors of Russian teaching materials to whom the teacher may write for catalogs.

I. Bibliography and Resource List

MLA Selective List of Materials, ed. by Mary Ollman. Modern Language Association, 70 Fifth Ave., New York 11, N. Y. $1.00.

Remer, Ilo. *Materials in Russian of Possible Use in High School Classes.* (Revised.) USOE, 1960. Circular No. 592 Revised, OE-27010. 43 pages. Free upon request to Publication Distribution Unit, U. S. Office of Education, Washington 25, D. C. An invaluable source list for the teacher of Russian.

II. Books on Methodology and Theory
(See also entries under heading "Language Laboratory")

Brooks, Nelson, *Language and Language Learning.* Harcourt, Brace & World, 1960.

Birkmaier, Emma M. *Russian Language and Civilization: A Four-Year Course.* University of Minnesota, Modern Language Dept. Bulletin No. 1, 1958. $1.00.

Fisher, Wayne. *Report on a Study-Conference of High School Teachers of Russian and Consultants.* University of Chicago, 1961. 68 pp. mimeographed. A part of the report includes a basic work list for first-year Russian.

O'Connor, Patricia. *Modern Foreign Language in High School: Pre-reading Instruction.* Bulletin No. 9, OE-27000, 1960, U. S. Government Printing Office, Washington 25, D. C.

Parker, William R. *The National Interest and Foreign Languages.* 3rd edition, 1962. U. S. Government Printing Office, Washington 25, D. C. $1.00.

Secondary School Education Board, Russian Committee. *High School Russian Syllabus for First and Second Years.* Baltimore, Md., 1959. 25 cents.

Minimum Word List for First-Year Russian and Second-Year Russian. Baltimore, Md., 1961. 25 cents each list.

These materials available from Claire Walker, Friends School, 5114 N. Charles St., Baltimore 10, Md.

III. Periodicals and Professional Journals

The Slavic and East European Journal. American Association of Teachers of Slavic and East European Languages. Exec. Secretary Irwin Weil, Brandeis University, Waltham, Mass. Quarterly. $7.00.

Newsletter of the Independent Schools Education Board, Russian Committee. Available from Mrs. Claire Walker, Friends School, 5114 N. Charles St., Baltimore 10, Md. $1.00 a year. Notes of interest to teachers, together with valuable teaching materials, word lists, syllabi, etc.

Vestnik. Newsletter of the National Council of High School Teachers of Russian. Available from Wayne D. Fisher, University of Chicago Laboratory School, Chicago, Ill. $2.00 a year.

IV. Reference Books and Other Aids for the Teacher

Avanesov, R. I. *Fonetika sovremennogo russkogo literaturnogo jazyka.* Moskva, 1956 (and later printings). 240 pp. The standard Soviet work on Russian pronunciation.

——— and S. I. Ozhegov. *Russkoe literaturnoe proiznoshenie i udarenie.* 2nd ed. Moscow, 1960. 709 pp. An invaluable handbook of the standard current pronunciation, stress, morphology of Russian words.

Borras, F. M., and Christian, R. F. *Russian Syntax: Aspects of Modern Russian Syntax and Vocabulary.* New York: Oxford University Press, 1959. 404 pp. $5.60. A very useful reference work if used with care. Beware of British word usage.

Boyanus, S. C. *Russian Pronunciation. Russian Phonetic Reader.* 2 vols. bound as one. Cambridge: Harvard University Press. $7.50. Includes facial diagrams, intonation diagrams.

Branigan, F. S., and Zhukova, V. *Structure Drills in Russian.* London: Lund Humphries and Co. Ltd., 1949. Useful mainly in helping the teacher to compose his own drills.

Forbes, Nevil. *The Russian Verb.* 2nd edition, revised. New York: Oxford University Press, 1943. 336 pp. $3.15. Guidebook to forms and usage of important Russian verbs.

Haden, Ernest F., and Smith, M. Irving. *How To Pronounce Russian.* New York: Henry Holt and Co., 1956. 58 pp. $1.60. One 10-inch 33⅓ rpm disk. $4.00. Describes and demonstrates sound production, includes face diagrams and intonation diagrams.

Katzner, Kenneth. *A Russian Review Text.* New York: Random House, 1962. 478 pp. $7.50. Combines the functions of a vocabulary-builder, phrase-book, and grammar review refference.

Khromets, N., and Veisman, A. P. *Sprovochnik po russkoi grammatike inostrantsev.* Moskva, 1961.

Lunt, Horace G. *Fundamentals of Russian.* New York: W. W. Norton and Co., 1958. 320 pp. $5.00. While not properly oriented for use in high schools, this book will be valuable to the teacher because of the general excellence of the grammatical explanations.

Maltzoff, Nicholas. *Pattern Drills in Russian.* New York: Pitman Publishing Corp., 1960. 72 pp. $1.24. Primitive structure drills which may help the teacher to construct his own exercises.

Patrick, George Z. *Roots of the Russian Language.* 2nd ed. New York: Pitman, 1959. 239 pp. $3.25. Many of the most important Russian roots, with lists of derived words and illustrative sentences.

Potapova, Nina. *Russian. Elementary Course.* Moscow: Foreign Languages Publishing House. Book I, 1959, 360 pp. Book II, 1958, 480 pp. Not particularly suitable for use in American high schools, but may provide the teacher with supplementary reading passages concerning Soviet life, landmarks, cities, etc.

Pulkina, I. M. *A Short Russian Reference Grammar with a Chapter on Pronunciation.* Moscow: Foreign Languages Publishing House, 1960. 267 pp. A handy reference for the teacher, not suitable for the high school student except on advanced level.

Stillman, Leon. *Russian Verbs of Motion.* 2nd ed. New York: Columbia University Press, 1951. 78 pp. $1.50. Excellent

20

treatment of a difficult aspect of Russian grammar. Could be used in class on intermediate or advanced level.

Unbegaun, Boris O. *Russian Grammar.* New York: Oxford University Press, 1957. 346 pp. $4.80. Useful if employed with care. Beware of British word usage.

Ward, Dennis. *Russian Pronunciation. A Practical Course.* London: Oliver and Boyd, 1958. 90 pp. $2.50. Systematic treatment of Russian sounds, no treatment of intonation.

Noyes, G. R., and Patrick, G. Z. *An Elementary Guide to Russian Pronunciation.* 2nd edition. New York: Pitman, 1959. 48 pp. $1.00. Sound production, face diagrams, reading rules and exercises. No treatment of intonation.

Wolkonsky, Catherine, and Poltoratzky, Marianna. *Handbook of Russian Roots.* New York: Columbia University Press, 1961. 432 pp. $10.00. Excellent compilation of roots and derivative words with illustrative examples.

V. Dictionaries for the Teacher

Muller, V. K. *English-Russian Dictionary. 6th edition.* New York: E. P. Dutton and Co., 1959, 699 pp. $6.95. Inadequate, prepared from the Russian point of view, but at present the best available English-Russian dictionary for teachers.

Ozhegov, S. I. *Slovar' russkogo jazyka.* Moskva, 1960. 900 pp. $3.75. An essential one-volume dictionary (entirely in Russian). Contains valuable morphological information.

Smirnitsky, A. I. *Russko-anglijskij slovar'.* 4th ed. Moscow: State Publishing House of Foreign Language Dictionaries, 1959. 951 pp. $5.50. About 50,000 words. An excellent Russian-English dictionary.

VI. Dictionaries for the Student

Akademuja, Nauk. *USSR Slovar' russkogo jazyka.* 4 vol. Moscow, 1957-61.

Folomkina, S., and Weiser, K. *An English-Russian Dictionary for the Foreign Student of Russian.* Moscow: State Publishing House of Foreign and National Dictionaries, 1962. 655 pp. Despite the restricted number of words (approximately 3,500), the best English-Russian dictionary available for students. Carefully distinguishes between various meanings of English words. Gives morphological information and examples of usage.

Lapidus, B. A., and Shevtsova, S. V. *A Russian-English Dictionary for the Foreign Student of Russian.* Moscow: State Publishing House of Foreign and National Dictionaries, 1962. 563 pp. Approximately 11,000 words. The best Russian-English dictionary for student use. Includes morphological information, word usage, idioms.

O'Brien, M. A. *New Russian-English and English-Russian Dictionary.* New York: Dover Publications, 1944. 344, 366 pp. $2.00. A handy one-volume dictionary giving idiomatic usage and grammatical information. Superseded, however, by preceding two items.

A Phrase and Sentence Dictionary of Spoken Russian. New York: Dover Publications, 1958. 573 pp. $2.75. A very handy Russian-English and English-Russian dictionary. The number of entries is limited, but coverage of these entries is extremely helpful, showing actual usage and giving many idiomatic phrases.

VII. Basic Text and Course Materials

Dawson, Clayton L., and others. *Modern Russian.* New York: Harcourt, Brace and World. Publication expected fall of 1963. Prepared under NDEA contract. When published, this course will include tapes and student discs to accompany each lesson. It is intended to be a two-year college course, but examination of the preliminary materials indicates that it may well find favor as a four-year high school course. Lessons are based on conversations in colloquial Russian and on pattern practice drills. The materials have many of the good points of the *A-LM Russian*, but the intellectual level is higher. This may make it particularly desirable in a case where first-year students include students older than the ninth-grade level.

Doherty, Joseph, and Markus, Robert. *First Course in Russian.* Part I, 1960. 203 pp. $3.50. Part II, 1961. 245 pp. Part III, 1962. 285 pp. Boston: D. C. Heath and Co. The most attractive and practical of the traditionally oriented texts produced specifically for high school. Probably more easily adaptable to audio-lingual techniques than most other traditional textbooks. Materials for a three-year course.

Fayer, Misha H. *Basic Russian:* Book One. New York: Pitman, 1959. 294 pp. $4.25. Workbook $2.00. Teacher's manual free to teachers. Two 12-in. 33⅓ rpm discs $9.96. Two 5-in. 3¾ ips tapes $14.00. Not oriented to audio-lingual approach, reading centered. Probably too much material for one year, but would need supplementary drills and oral material. Not as desirable as Doherty and Markus text.

————. *Basic Russian:* Book Two. New York: Pitman, 1961. 400 pp. $5.00. Workbook, manual, recordings in preparation. Traditionally oriented, somewhat better than Book One (see above).

Thompson, Mary P., Marina Prochoroff, and consultants. *A-LM Russian.* New York: Harcourt, Brace and World, 1961. LEVEL ONE: Student text (15 booklets) about 180 pp. $1.86. Teaching tests 36 cents. Studentbinder $1.50. Practice record set, fourteen 7-inch 33⅓ rpm discs $5.55. Classroom or laboratory record set, fifteen 12-inch 33⅓ rpm discs. Tape set, thirty-six 5-inch 3¾ ips reels $75.00, or eighteen 7-inch 7½ ips reels $60.00. (Classroom discs and tapes identical in contents. 7½ ips tape set available on special request for loan for copying.) Developed from the Glastonbury Materials, produced by the Modern Language Association Materials Development Center under NDEA contract and tested in NDEA Institutes

and pilot schools. LEVEL TWO: scheduled to appear in the fall of 1962; LEVEL THREE in 1963; LEVEL FOUR in 1964. Certainly the best audio-lingual materials presently available for Russian. Level one best suited for grades 7-9. Lessons built around dialogs and pattern practice exercises. Excellent quality of the recorded materials helps to make this set of materials particularly attractive and valuable.

Yakobson, Helen B. *Beginner's Book in Russian as a Secondary Language.* Washington, D. C.: Educational Services, 1730 "I" St., N. W., 1959. 124 pp. $2.65. A visual presentation of materials for use no higher than freshman year.

Yakobson, Helen B. *A Guide to Conversational Russian.* George Washington Bookstore, 1960. 175 pp. $4.25.

VIII. Conversation Books

Maltzoff, Nicholas. *Russian Conversation for Beginners.* New York: Pitman, 1959. 64 pp. $1.25. Twenty short dialogs for use at an early level.

———. *Russian Reading and Conversation.* New York: Pitman, 1959. 156 pp. $2.50. Thirty-three dialogs with related reading passages.

Zenkovsky, Serge A. *Conversational Russian for the American Student.* Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1961. Thirty dialogs based on situations from American student life. University-oriented, but may be usable on upper levels of high school study.

IX. Elementary Readers

Bond, Otto F., Bobrinskoy, George V., and others. *Graded Russian Readers.* 2nd ed. Boston: D. C. Heath and Co., 1961. 352 pp. $3.40 (paper $2.85). (Available separately in limp bindings: Lermontov, *Taman'*, 66 pp., $1.10; Pushkin, *Two Short Stories*, 70 pp., $1.10; Lermontov, *Bela*, 94 pp., $1.25; Turgenev, *Three Short Stories*, 84 pp., $1.25; Trugenev, *A Provincial Lady*, 82 pp., $1.25.) Gradual introduction of new words and grammatical forms; good repetition of basic vocabulary. The Russian originals have been rather strongly altered and the language sometimes de-Russianized, but these readers continue to provide an effective introduction to Russian reading.

Duddington, Natalie, editor. *First Russian Reader.* New York: Henry Holt and Co., 1943. About 150 pp. $2.40.

Fastenberg, Rashelle, and Ratner, Moses. *Basic Russian Reader.* New York: Pitman, 1949. 269 pp. $3.50.

Pargment, Lila. *Beginner's Russian Reader.* 2nd ed. New York: Pitman, 1957. 209 pp. $3.00.

Patrick, George Z., and Ludmilla. *Elementary Russian Reader.* 2nd ed. New York: Pitman, 1959. 143 pp. $3.00. Material not very well graded. Some passages could be used on elementary level.

Semenoff, Anna H. *A First Russian Reader.* New York: E. P. Dutton and Co., Inc., 1936. 119 pp. $2.50.

Wiens, Gerhard. *Beginning Russian Reader.* New York: Holt, Rinehart and Winston, 1961. About 184 pp. A very attractive book with a unique pictorial method of cuing new vocabulary. This is not always non-ambiguous, however, and may be more eye-catching than effective.

Yakobson, Helen Bates. *New Russian Reader.* Washington, D. C.: George Washington University Bookstore, 1960. 128 pp. $2.75. The flimsy paper binding will be a drawback.

X. Readers for Intermediate and Advanced Levels

Bill, Valentine T. *The Russian People: A Reader on Their History and Culture.* Chicago: Chicago University Press, 1959. 139 pp. $4.00. Something to challenge the better students.

Chekhov, Anton. *The Album and Five Other Tales.* Ed. Louis Segal. New York: Pitman, 1938. 60 pp. $1.00.

———. *A Selection of Humorous Stories.* Ed. D. Bondar. New York: Pitman. 80 pp.

———. *Selected Short Stories.* Ed., G. A. Birkett and Gleb Struve. New York: Oxford University Press, 1951. 235 pp. $3.00.

Duddington, Natalie, ed. *Intermediate Russian Reader.* Boston: D. C. Heath and Co., 1952. 172 pp. $2.40.

James, C. V., and Faden, I. B. *Kniga dlia chteniia dlia studentov inostrantsev.* London: Bradda Books Ltd., 1962. Readings based on situations from the life of Soviet students, taken from Soviet sources. Students on the more advanced levels may find this material of particular interest.

Karpovich, Michael. *A Lecture on Russian History.* The Hague: Mouton, 1959. 74 pp. $1.25. For advanced students. Excellent for introduction to non-literary style.

Pargment, Lila. *Modern Russian Reader for Intermediate Classes.* 2nd ed. New York: Pitman, 1960. 232 pp. $3.50.

Patrick, George Z., and Ludmilla, eds. *Intermediate Russian Reader.* New York: Pitman, 1945. 327 pp. $3.50.

Pushkin, Alexander. *The Queen of Spades.* Ed. D. Bondar. New York: Pitman, 1958. 78 pp. For advanced levels.

———. *Tales of the Late Ivan Petrovich Belkin.* Ed., B. O. Unbegaun. New York: International University Press. 103 pp. For advanced levels.

Sholokhov, Mikhail. *The Fate of Man.* Ed., L. B. Turkevich and V. T. Bill. Princeton, N. J.: Van Nostrand, 1961. 80 pp. $1.25. Simplified but still colloquial Russian. For advanced level only.

Tolstoy, Leo. *Selections.* Ed., Natalie Duddington and Nadejda Gorodetzky. New York: Oxford University Press, 1959. 207 pp. For advanced levels.

———. *Tales.* Ed., Louis Segal. 3rd ed. New York: Pitman, 1938, 16 pp. $.75.

Turgenev, Ivan. *First Love.* Ed., L. B. Turkevich and V. T. Bill. Princeton, N. J.: Van Nostrand, 1960. 162 pp. $1.95. Advanced level.

24

XI. Supplementary Recorded Materials

Berger, Marshall. *Learn Russian in Record Time.* Montclair, N. J.: Institute for Language Study, 1961. Two 12-in. 33⅓ rpm discs (Serial No. 52275). $9.98. Useful only as supplementary conversational material.

Gateway to Russian. Editor-in-chief, Frederick D. Eddy. Baltimore, Md.: Ottenheimer Publications, 1960. Two 12-in. 33⅓ rpm discs (Serial No. CAB 4215), with conversational manual. Excellent for supplementary conversational materials.

XII. Visual Aids, Song Books, etc.

Amerika. Monthly illustrated magazine prepared by United States Information Agency for Soviet Readers. Government printing office. $5.00 a year, 50 cents a copy. Excellent Russian, attractively produced. May be of use with advanced students.

Hieble, Jacob, ed. *Russkii Pesennik.* Ithaca, N. Y.: Thrift Press, 1947. Piano accompaniment. 47 pp. $.50.

Jones, Lawrence G. *Graphic Russian Grammar.* Columbus, Ohio: Charles E. Merrill Books, Inc., 1962. Eight pages on durable stock, punched for three-ring or two-ring binder. $1.00. A handy set of charts outlining the fundamentals of Russian grammar.

Lavaska, Anna. *Russian in Song.* Piano accompaniment. Seattle, Wash.: University of Washington Press, 1949. 78 pp. $2.50.

Lobanova, N. A., and Slesareva, I. P. *Tablitsy po fonetike russkogo jazyka.* Moskva, 1961. Twenty-eight large charts, suitable for classroom use, with manual. Excellent for showing the production of Russian sounds and for pronunciation drill in the classroom.

Pei, Marjorie Lowry. *Russian Alphabet and Numbers: Flash Cards for Classroom and Home.* St. Louis, Mo.: Gelles Widmer Co., 1959. $1.00.

Pulkina, I. M. *Tablitsy po nekotorym razdelam morfologii russkogo jazyka.* Moskva, 1961. Sixty-four charts suitable for classroom use, with manual. Cover declension, conjugation, uses of cases and prepositions.

The Russian Alphabet. New York: Pitman, 35 x 48 in chart of printed and written form of Russian letters. 50 cents.

Vis-Ed Foreign Language Vocabulary Cards for the Language Student: Russian. Visual Education Association, Inc., $2.35 per set. About 3,000 items on 1,000 cards.

XIII. Distributors of Imported Books, Supplementary Teaching Materials, *Recorded Materials,* Films, etc.

Brandon International Films. Main Office: Grandon Films, Inc., 200 W. 57th St., New York 19, N. Y.; Midwest Branch: Film Center, Inc., 20 E. Huron St., Chicago 11, Ill. Distributor of Russian films. Catalog $1.00.

Cross World Books and Periodicals. 333 S. Wacker Drive, Chicago 6, Ill. Distributor of both imported and domestic textbooks and teaching aids. Specializer in Soviet materials of possible

pedagogical interest, stocked in sufficient quantity for class use.

Curriculum Materials Center, Language Department. 5128 Venice Boulevard, Los Angeles 19, Calif. Distributor of audio and visual aids.

M. Dolgich Book Store, 2956 West North Ave., Chicago 47, Ill. EV. 4-9241. New and old Russian books.

Four Continent Book Corp., 822 Broadway, New York 3, N. Y. Handles Soviet books and teaching aids.

Novoye Russkoye Slovo. 243 W. 56th St., New York 19, N. Y. Publisher of Russian newspaper and distributor of Russian language materials.

Russian Language Specialties. P. O. Box 4546, Chicago 80, Ill. Distributor of Russian books and audio and visual aids.

Victor Kamkin Book Store, Inc., 2906 14th St., N. W., Washington 9, D. C. Distributor of Soviet books and realia.

26